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ABSTRACT

Two topics are emphasized in this first newsletter of the Urban College and University Network of the American Association of State Colleges and Universities. The first concerns the establishment of the network: its purpose in promoting communication among urban institutions; its composition; a look at the students of the institutions; promising programs of interest to other institutions; some widespread problems of this kind of institution. A list of the more than 200 participants to date is included. The second topic concerns Ford Foundation programs operating in six cities. The programs are in: assessing programs, jobs, and student needs (the San Francisco Consortium); basic skills taught by retired teachers (Birmingham, Alabama public schools); comprehensive testing to reduce attrition (University of the District of Columbia); six public higher education institutions cooperating to reach new students (Boston); redesigning curricula to include basic skills (three institutions in Jersey City, New Jersey); and bilingual expansion to aid Hispanics (three institutions in Hartford, Connecticut). (MSE)

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April 1979 Vol. 1, No. 1 Urban College and University Network.

connections

Connections is a series of reports published by the Urban College and University Network, a project of the American Association of State Colleges and Universities, assisted by the Ford Foundation. Cooperating associations of colleges and universities: American Council on Education, American Association of Community and Junior Colleges, Association of American Colleges, Association of Catholic Colleges and Universities, Committee of Urban Program Universities, National Association of Independent Colleges and Universities, and National Association of State Universities and Land-Grant Colleges.

Network participants are two- and four-year colleges and universities, both public and private, located in major U.S. urban centers. The Network was established to provide an effective means to share information on successful or promising efforts to serve the educational needs of urban residents, particularly the educationally disadvantaged.

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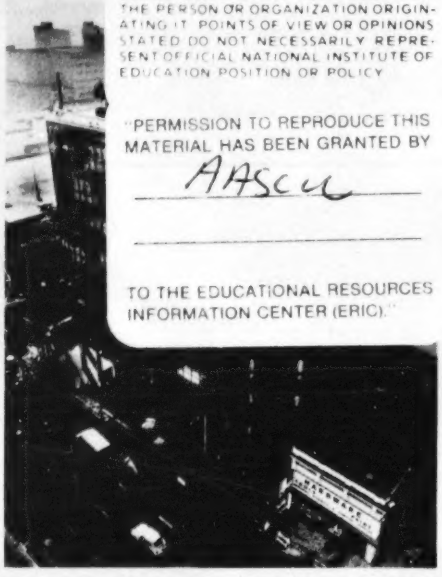

URBAN HIGHER EDUCATION NETWORK FORMED TO INTERCHANGE COMMON PROBLEMS, PROMISING PROGRAMS

Social change and turmoil in American cities over the past two decades have created unprecedented challenges for urban colleges and universities whose missions emphasize undergraduate education for the people of diverse backgrounds and needs who live there.

In response these urban institutions have departed from traditional academic ways. Their admissions policies tend to be nonselective. Their students are mostly working people of all ages, with a majority beyond traditional college age. Their location makes them the chief source of higher education and self-improvement for a large segment of the urban population—minorities, the poor, unemployed youth, the elderly, those whose native tongue is not English—many who have not been well-served by the educational system. Their scheduling, course content, and approach to teaching and learning must be flexible to accommodate the varied living and working circumstances of their students.

The special functions of urban colleges and universities were shaped and their problems began to accumulate during the 1950s and 1960s when a heavy migration of minorities and non-European ethnics to the central cities caused them to rapidly expand and to simultaneously make major changes in their educational programs. An increased flow of state and federal funds eased this era of change for public institutions, while private institutions attempted to respond with fewer resources.

To fit the differing needs of this diverse new stream of students, urban colleges and universities introduced new programs and teaching methods. Open admissions policies were adopted. Increased attention was given to remedial and developmental studies, bilingual programs, counseling, and other educational support programs in order to assure the success of students in college-level work and eventually in useful employment.

As a part of the life-system of the city, the institutions developed close links with business, industry, government, and community and social service agencies in the design and operation of training and educational programs for employees and clients. Their educational services became increasingly important to the social, economic, and political well-being of their cities.

When the social and economic forces of the 1970s began to alter the face of American higher education, a different set of problems emerged for the relatively new colleges and universities of the cities. Reduction of federal and state funds for higher education in recent years has forced many urban institutions to seriously curtail open admissions and basic skills programs. Opportunities opened up to minorities and the educationally disadvantaged only a few years ago have been narrowed. Facing uncertain expectations and resources, college administrations and faculties are drawn to traditional, more comfortable academic ways. The voices of those who are critical of open admissions, remedial, and other nontraditional programs have become louder and more unified.

THE PURPOSE OF THE NETWORK

Of the many problems urban educators face today, one of the most immediate is the lack of a communications network to help them build on each other's experience. Closely related is the need to inform policy makers of problems, of approaches for dealing with these problems effectively, and the support needed to implement workable programs.

The Urban College and University Network is being organized to meet the need for better communications. Its principal function is to gather and to disseminate current and useful information. *Connections* serves the Network as its vehicle for information sharing. In the coming months each issue of *Connections* will focus on a specific type of program or particular kind of problem drawn from the experiences of Network colleges and universities.

Also in this issue:

Ford Foundation Programs in Six Major Cities:
- **Student Outreach**
- **Bilingual Expansion**
- **Basic Skills**
- **Faculty Improvement**
- **Student Attrition**
- **Program Assessment**

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A LOOK AT THE NETWORK

To initiate the Network, nearly 1,100 institutions in 139 of the nation's major urban centers and metropolitan areas were contacted. So far, 280 interested colleges and universities have been identified. They are both two-year and four-year public and private colleges and universities. All have educational missions which emphasize undergraduate instruction of local urban residents.

At this time Network participants appear to be a relatively small segment of the total number of higher education institutions that might be considered to be urban on the basis of geographic location. While the list of participants grows daily, it seems reasonable to anticipate that the Network will comprise, at most, a significant minority of colleges and universities in American cities.

There is also a group of urban institutions which place relatively less emphasis upon undergraduate education for local residents. Among them, however, nearly 100 have indicated an interest in the Network and a desire to be kept informed of its activities.

A LOOK AT THE STUDENTS

Network participants have responded to a brief questionnaire on the makeup of their student bodies, promising programs to serve their students, and current major obstacles to meeting special student needs.

Well over half of the Network colleges reported that more than 75 per cent of their undergraduate students are drawn from the local urban area. Over three-quarters reported that up to 50 per cent of their students are urban poor, ethnic and racial minorities, and educationally disadvantaged. These two statistics provide evidence of the commitment of Network institutions to provide higher education to the people of their cities who might not otherwise have the opportunity.

SOME PROMISING PROGRAMS

A major concern of the Network will be to report on the successful or promising ways in which institutions are implementing programs to accommodate the life circumstances and learning needs of this large group of urban students.

What programs have proven to be successful, or have shown some promise of success in helping these students to adapt to the institutions' requirements or in adapting the institution to students' needs? Responding to this question, Network colleges listed an array of approximately 1,500 programs, services, and activities.

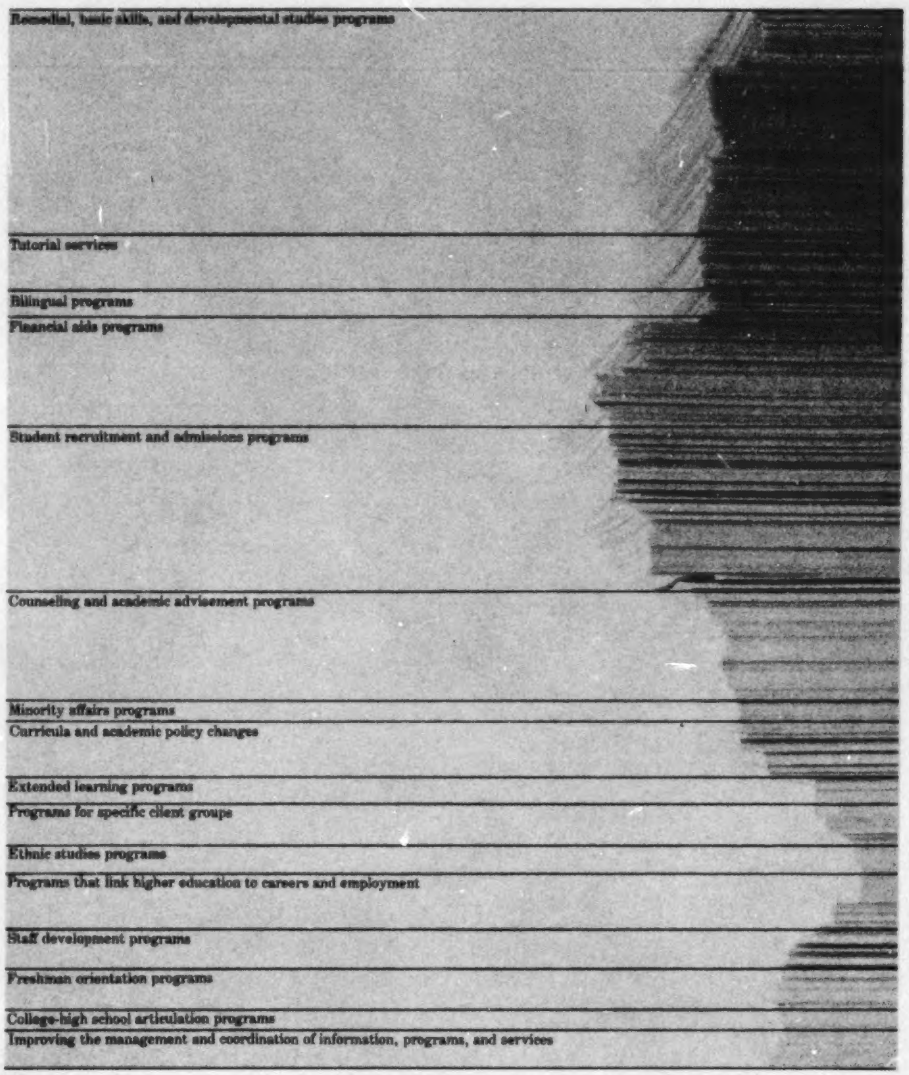
Some of the major categories include:

- reaching out to potential students through special recruitment and admissions programs;
- providing remedial, basic skills, and developmental studies through specially created centers or courses;
- offering faculty and peer tutoring services;
- packaging special financial assistance programs;
- providing better counseling and advisement services; and
- establishing firmer relationships between higher education and work.

Coming issues of *Connections* will explore the operations of these and other programs, bringing to light the creative and notable efforts of colleges and universities across the country.

To accomplish this, a second phase of information gathering is now underway. Network participants are being asked to describe in greater detail the programs they initially reported as being successful or promising. Staff,

HOW THE PROGRAMS STACK UP—Network colleges' questionnaire responses about their successful or promising programs were entered on index cards and sorted into some general categories.


Remedial, basic skills, and developmental studies programs
Tutorial services
Bilingual programs
Financial aids programs
Student recruitment and admissions programs
Counseling and academic advisement programs
Minority affairs programs
Curricula and academic policy changes
Extended learning programs
Programs for specific client groups
Ethnic studies programs
Programs that link higher education to careers and employment
Staff development programs
Freshman orientation programs
College-high school articulation programs
Improving the management and coordination of information, programs, and services

consultants, and selected campus representatives will review the additional information. They will investigate further the efforts that appear to be working well for students and institutions. The goal will be to delve into those programs and to examine them more closely in order to better understand how and why they work. Good, workable ideas that have made a demonstrated contribution to the improvement of education and services for urban students will be presented in *Connections*.

While it would be unrealistic to suggest that *Connections* will offer prescriptions for success, it will seek to share information that appears to have wide interest and a potential for broad application. At best, the efforts of one institution may be adaptable to the unique needs of others in the Network.

SOME WIDESPREAD PROBLEMS

Beyond investigating and reporting on useful program ideas, the Network is concerned about the more persistent obstacles encountered by institutions as they attempt to offer educational opportunities to students of varying backgrounds, abilities, and aspirations.

Operational problems of particular types of programs, or systemic problems arising from general conditions within the institutions or imposed by external forces too often seem intractable.

Network campuses have furnished a list of more than 1,000 such circumstances that stand as impediments to providing needed educational programs. They can be grouped into about 20 categories. Some of those mentioned are:

- adverse demographic and economic trends;
- lack of dollars to support necessary programs and staff;
- deficiencies in staff skills or attitudes;
- community apathy and even hostility;
- unhealthy competition among institutions for students and resources;
- outdated institutional missions;
- public misperception of institutional purpose that leads to a distorted image;
- poor planning and management at every level; and
- organizational inflexibilities.

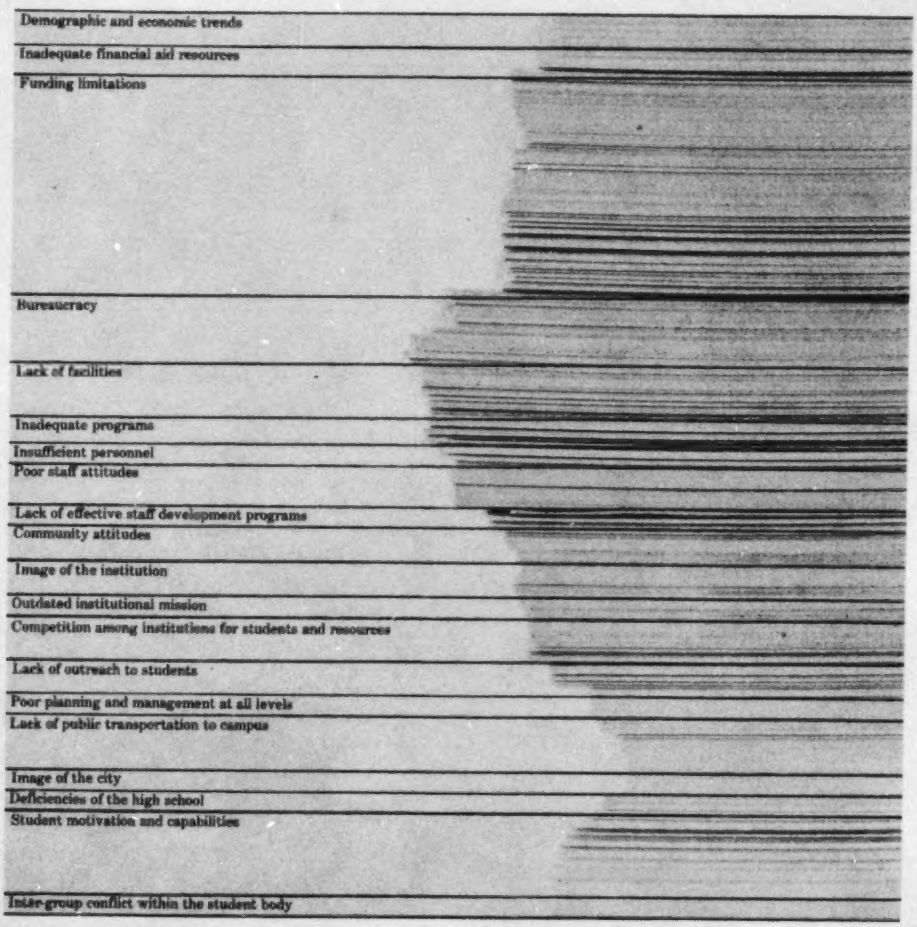
The full range of problem suggestions will be considered by the Network Advisory Panel at a meeting in late March, 1979. The 15-member Panel, drawn from education, government, and industry and having strong interest in improving urban education, will aid in the formulation of several significant problems as a basis for information sharing. While it is unlikely that precise solutions can be proposed, there will be an attempt through *Connections* to clarify some of the issues and their origins and to report constructive initiatives.

MAKING CONNECTIONS

With the formation of this Network comes the opportunity to explore the possibilities for the interchange of ideas, experiences, and resources across lines that, by tradition, have separated institutional types. Information sharing will stress those mutual interests that arise from the challenges and dilemmas faced by all institutions that provide higher education in the city for its residents. In this approach, Network participation may be less controlled by static institutional features such as geographical location than by emergent institutional perceptions of purposes and commitments.

Many of the efforts and problems reported by Network colleges are clearly shared in some measure by all colleges and universi-

HOW THE PROBLEMS STACK UP—Network colleges' questionnaire responses about problems they encountered were entered on index cards and grouped according to some common concerns.

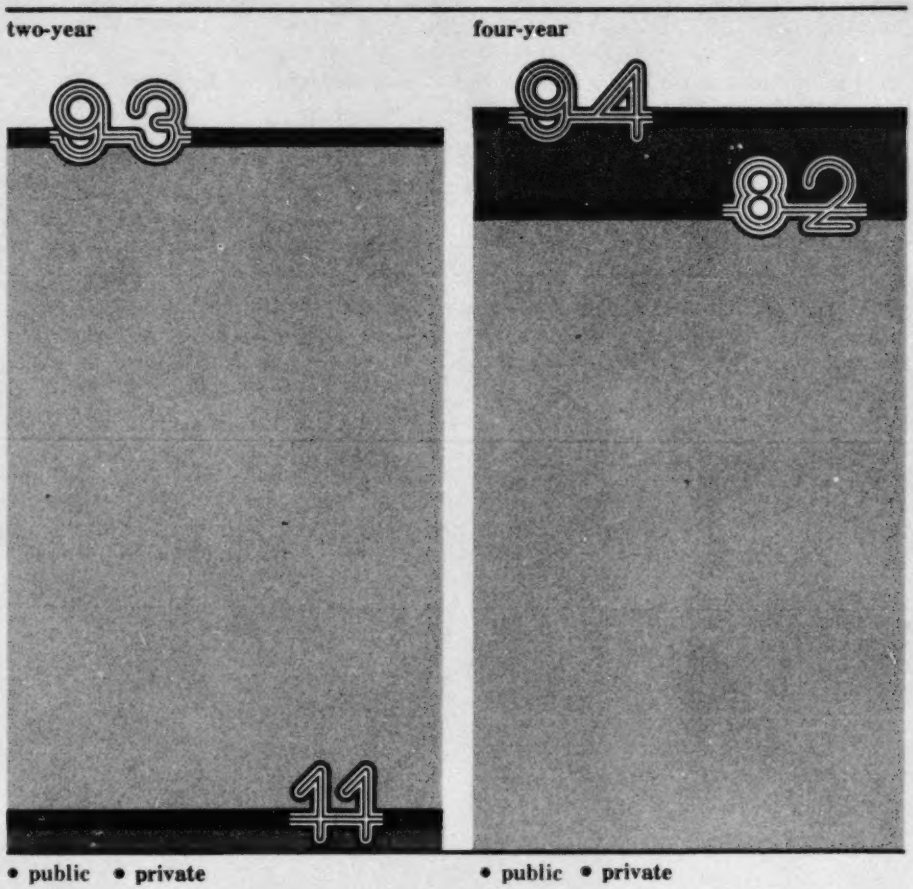

Demographic and economic trends
Inadequate financial aid resources
Funding limitations
Bureaucracy
Lack of facilities
Inadequate programs
Insufficient personnel
Poor staff attitudes
Lack of effective staff development programs
Community attitudes
Image of the institution
Outdated institutional mission
Competition among institutions for students and resources
Lack of outreach to students
Poor planning and management at all levels
Lack of public transportation to campus
Image of the city
Deficiencies of the high school
Student motivation and capabilities
Inter-group conflict within the student body

ties—in cities, in suburbs, in small towns, or in the country, whether serving local, regional, national, or international student bodies. The challenges and dilemmas in question are perhaps not so much different as more intensely experienced in the city. Network information interchange will be mindful of interests that may be shared in the larger higher education community.

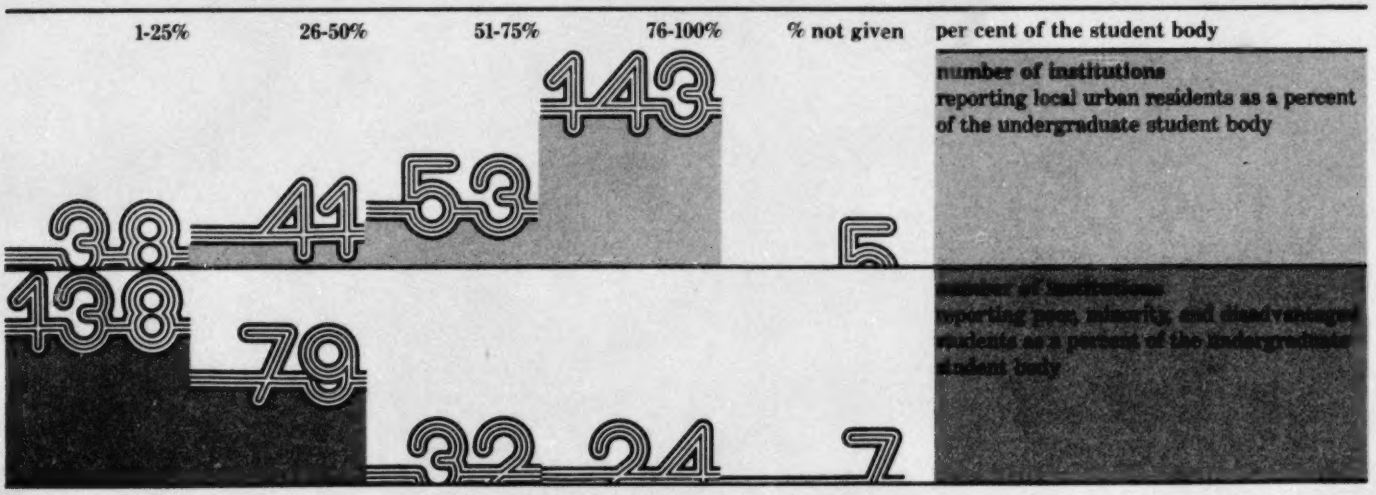
Beyond the community of colleges and universities, but intimately involved with its future, are the various individuals and agencies that contribute to the making of educational policy. They share with the urban colleges and universities the responsibility for addressing needs and removing impediments. Policy makers and institutions together will determine whether the future is one of missed opportunities or of improved educational service to the cities and to the people who live there. For this reason the interchange of information among Network participants will likely also find an actively interested audience in the legislatures and executive departments at all levels of government.

Concern and interest in the future of the cities is growing. Along with the more general concern for the health of urban communities is the interest in the role of education at all levels in contributing to the enhancement of urban life. The Urban College and University Network aims to make a timely contribution to the broadening dialogue. ■

NETWORK PARTICIPANTS . . . AT A GLANCE—280 urban colleges and universities are participating in Network sponsored exchange of information.



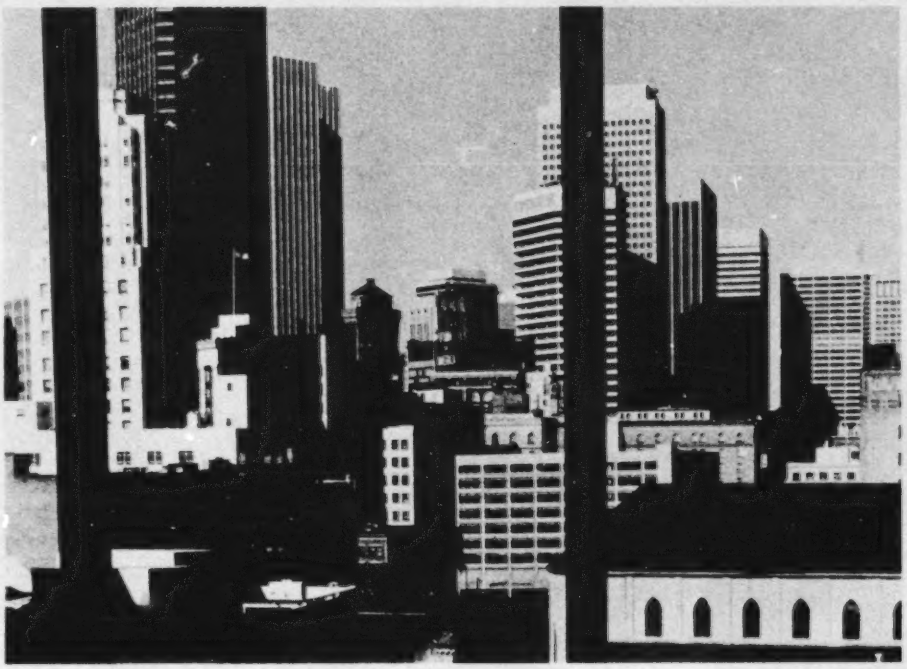
A MINI PROFILE OF STUDENT ENROLLMENTS ON NETWORK CAMPUSES—Network campuses responded to questionnaire items on enrollments of local residents and of poor, minority, and disadvantaged students.



URBAN COLLEGE AND UNIVERSITY NETWORK—PARTICIPANTS TO DATE:

Alabama
Birmingham Southern College
Lawson State Community College
University of South Alabama
Auburn University at Montgomery
Arizona
Maricopa Technical Community College
Phoenix College
California
California State University, Domingues Hills
California State University, Fresno
California State University, Fullerton
California State University, Hayward
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
San Diego State University
Coastline Community College
Golden West College
Orange Coast College
Cogswell College
Don Bosco Technical Institute
Humphreys College
Immaculate Heart College
Long Beach City College
Los Angeles Baptist College
Los Angeles Trade & Technical College
Los Angeles City College
Los Angeles Valley College
Northrop University
Patten Bible College
Contra Costa College
Evergreen Valley College
College of Alameda
Laney College
Merritt College
San Diego Community College, City
San Diego Community College, Mesa
San Francisco Community College
San Joaquin Delta College
San Jose City College
Simpson College
University of West Los Angeles
Los Angeles Harbor College
Colorado
Colorado Women's College
Community College of Denver
University of Colorado, Denver
Connecticut
Greater Hartford Community College
Housatonic Regional Community College
University of Hartford
District of Columbia
American University
Howard University
Strayer College
University of the District of Columbia
Florida
Barry College
Broward Community College
Hillsborough Community College
Miami-Dade Community College (Medical Center)
Florida International University
University of North Florida
University of Miami
Ambrose Garner (Miami-Dade Community College)
New World Center (Miami-Dade Community College)
Georgia
Agnes Scott College
Clayton Junior College
Georgia State University
Hawaii
Hawaii Pacific College
Illinois
Bradley University
Chicago State University
City College of Chicago, Malcolm X
City College of Chicago, Olive-Harvey
City College of Chicago, Wright
College of Lake County
DePaul University
Illinois Benedictine College
Illinois Central College
Lewis and Clark Community College
Mundelein College
National College of Education, Main
Northeastern Illinois University
Roosevelt University
Southern Illinois University
University of Illinois, Chicago Circle
Indiana
Indiana Vocational Technical College-Fort Wayne
Indiana—Purdue University
Indiana Vocational Technical College—Evansville
Marian College
Purdue University, Calumet
Iowa
Des Moines Area Community College
Drake University
Kansas
Donnelly College
Wichita State University
Kentucky
Northern Kentucky University
Spalding College
Transylvania University
University of Kentucky, Lexington
University of Louisville
Louisiana
Delgado College
Louisiana State University, Shreveport
University of New Orleans
Loyola University in New Orleans
Southern University, Shreveport—Bossier
Maryland
Montgomery College—Rockville
Coppin State College
Loyola College
Prince Georges Community College
Towson State University
University of Maryland, Baltimore County
Western Maryland College
Massachusetts
Boston State College
Massachusetts College of Art
North Shore Community College
University of Massachusetts, Boston
Salem State College
Worcester State College
Wheelock College
Simmons College
Michigan
Wayne State University
Aquinas College
Charles S. Mott Community College
Detroit Institute of Technology
Grand Rapids Junior College
Lawrence Institute of Technology
Macomb County Community College, Center
Marygrove College
University of Michigan, Dearborn
University of Michigan, Flint
Wayne County Community College
Minnesota
Augsburg College
College of Saint Scholastica
College of Saint Thomas
Macalester College
Inver Hills Community College
Metropolitan State University
University of Minnesota, Duluth
Mississippi
Jackson State University
Missouri
Pioneer Community College
Missouri Baptist College
Rockhurst College
Saint Louis Community College, Florissant Valley
University of Missouri, Kansas City
University of Missouri, Saint Louis
Webster College
Nebraska
Creighton University
University of Nebraska, Omaha
New Jersey
Bloomfield College
Camden County College
Essex County College
Jersey City State College
New Jersey Institute of Technology
Passaic County Community College
Ramapo College of New Jersey
Rutgers University at Newark
Saint Peters College
Thomas A. Edison College
New Mexico
University of Albuquerque
New York
Albany Business College
Canisius College
Central City Business Institute
CUNY-Borough of Manhattan Community College
CUNY—College of Staten Island
CUNY—Hunter College
CUNY—Queensborough Community College
CUNY—Queens College
D'Youville College
Long Island University, Brooklyn Center
Long Island University, C.W. Post Center
Long Island University, Southampton Center
Marymount Manhattan College
Medaille College
Mercy College
New York Institute of Technology, Main Campus
Pace University
Saint John Fisher College
Westchester Community College
Trocaire College
Fordham University
College of New Rochelle—School of New Resources
North Carolina
Bennett College
Central Piedmont Community College
Saint Augustine's College
North Carolina State University
University of North Carolina, Charlotte
University of North Carolina, Greensboro
Ohio
Borromeo College of Ohio
Cincinnati Technical College
Columbus Technical Institute
Dyke College
Franklin University
Lake Erie College
Miami-Jacobs Junior College of Business
Ohio Dominican College
Sinclair Community College
University of Cincinnati
University of Dayton
University of Toledo
Ursuline College
Wright State University
Youngstown State University
Oklahoma
Oklahoma State University Technical Institute
South Oklahoma City Junior College
Oregon
Marylhurst Education Center
Mount Hood Community College
Pennsylvania
California State College
Cedar Crest College
Chestnut Hill College
Community College of Philadelphia
Drexel University
Duquesne University
Lackawanna Junior College
LaRoche College
LaSalle College
Moore College of Art
Our Lady of Angels College
Pennsylvania State University, Delaware Campus
Point Park College
Reading Area Community College
Saint Joseph's College
Spring Garden College
University of Scranton
Widener College
Rhode Island
Rhode Island College
South Carolina
Benedict College
Midlands Technical College
Tennessee
Aquinas Junior College
Knoxville College
State Technical Institute at Memphis
Tennessee State University
Chattanooga State Technical Community College
Shelby State Community College
Trevecca Nazarene College
University of Tennessee, Nashville
Texas
Texas Southern University
Eastfield College
North Lake College
El Paso Community College
Houston Baptist University
Houston Community College
Saint Edward's University
Saint Phillip's College
Tarrant County Junior College, NE
Tarrant County Junior College, S
University of Houston, Central
University of Houston, Clear Lake City
Corpus Christi State University
University of Texas, Dallas
University of Texas, El Paso
Dallas County Community College District
Utah
Utah Technical College
Virginia
Christopher Newport College
Norfolk State College
Old Dominion University
University of Richmond
Virginia Commonwealth University
J. Sargeant Reynolds Community College
Northern Virginia Community College
Thomas Nelson Community College
Tidewater Community College
Washington
Fort Steilacoom Community College
Gonzaga University
Highline Community College
Seattle Pacific University
Seattle University
Spokane Falls Community College
Wisconsin
Concordia College
Milwaukee Area Technical College
University of Wisconsin, Milwaukee
Waukesha County Technical Institute
Wisconsin Conservatory of Music

San Francisco
ASSESSING PROGRAMS, JOBS, STUDENT NEEDS



The San Francisco Consortium, an association of eight postsecondary institutions, is undertaking a year-long study aimed at improving information on the educational and job opportunities for the city's disadvantaged racial and ethnic minorities.

The population of San Francisco is almost evenly divided between whites and minorities of blacks, Hispanics, Asians, Filipinos and others. The demand on the labor market for blue collar workers has decreased while the need for educated white collar workers is rising. During the next five years, for example, 22,000 new or replacement jobs will become available in San Francisco and 85 per cent of them will be in professional, managerial, service, and skilled and clerical areas. With unemployment already disproportionate among minorities, the situation is likely to worsen. At the heart of the problem is the mismatch between the education and skills of the unemployed, particularly young blacks, and the requirements of employers in growing sectors of the economy.

A Ford Foundation grant of $100,000 will fund a city-wide Assessment Project sponsored by the Consortium and involving representatives of the disadvantaged minorities community, business and labor, and the public schools.

The Assessment Project will seek to help the Consortium members improve program development by furnishing information on the educational needs of minorities and projections on changing requirements of the job market.

The Consortium was formed in 1967 to facilitate an exchange of ideas and resources between its members and to serve as an instrument through which they can more effectively deal with pressing local urban educational problems. The member institutions, which have a combined enrollment of 120,000 are the California College of Podiatric Medicine; Cogswell College; Golden Gate University; Hastings College of Law; San Francisco Community College District; San Francisco State University; the University of California at San Francisco; and the University of San Francisco.

All of the Consortium members, while varied in many other respects, are urban schools with substantial local student bodies. During the past decade they have increased the enrollment of disadvantaged students and designed programs to enable them to acquire the skills necessary to compete in the job market.

One step of the Consortium's three-way investigation of problems and resources will be a cooperative self-assessment of member institutions' past, present, and future efforts and results in programs for disadvantaged people. In the larger community there will be an attempt to assess the education needs of the disadvantaged with an emphasis on youth, but with significant attention to the adult population. The business community will be surveyed to gather information on the business climate, the labor market, and the efforts of business to support programs to improve job skills and employment for minorities.

A secondary, but highly critical problem the Consortium Assessment Project will attempt to resolve is communications between all three sectors involved in the study. Three-way communications has been generally nonexistent and even communication between any two of the sectors has been weak. There is no central agency for gathering and disseminating information of the kind the Assessment Project seeks to produce. As the Project proceeds, it will be accompanied by meetings and symposia attended by representatives of participating groups and organizations. Reports and planning documents will be widely shared. The intercommunications and cross-planning structures developed by the Project will be continued by the Consortium in its future urban and intercollege activities.

Some of the expected outcomes for the colleges and universities include program modifications to reflect student needs and the employment demands of business; improved student counseling; cooperative recruitment in minority and ethnic neighborhoods; and the development of cost effective projects in disadvantaged areas in cooperation with business, community agencies, and public schools.

An important outcome for the disadvantaged community would be a significant increase in awareness of the entering skill requirements of colleges and business and how to meet them. A primary benefit to the business sector would be information useful to personnel training and a greater appreciation of the problems and potential contributions of the other two sectors.

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Birmingham
BASIC SKILLS TAUGHT BY RETIRED TEACHERS

A majority of the high school graduates of the Birmingham, Alabama, public school system leave with no more than an eighth grade proficiency in reading, writing, and mathematics. With a $98,800 grant from the Ford Foundation, Miles College will launch a two-year program to correct the basic skills deficiencies of students in grades one through eight and to motivate them to remain in school.

The program is called SUPER—Skills Upgrading Program for Educational Reinforcement. The instructors will be 10 active retired Birmingham elementary school teachers. Tutorial Centers will be established at three community schools and Miles College.

SUPER will consist of two three-hour sessions a week during the academic year and three five-hour sessions during the summer. The teachers will spend an additional session each week making visits and telephone calls to parents.

The program will enroll 211 students, concentrating on underachievers who have poor school attendance records and do not participate in school activities. To enter the program, students must be recommended by a school counselor or principal in collaboration with parent and teacher. Films and lectures will be presented on sex education, drug abuse, and other problems of urban street life. A schedule of cultural and recreational activities is planned to give students experiences they might not otherwise have.

Overseeing the project is a 19-member Advisory Board of parents, Board of Education members, retired educators, principals and counselors from the school system, and representatives from Lawson Community College, the University of Alabama in Birmingham, and Miles College.

Some of the expected outcomes for the students are improved self-expression, better school attendance, and greater self-confidence.

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Director, SUPER Tutorial Project
Miles College
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Birmingham, Alabama 35208
(205) 923-2771, ext. 311, 312 ■

Washington
COMPREHENSIVE TESTING TO REDUCE STUDENT ATTRITION

The University of the District of Columbia is both an old and a new institution. It was established in August, 1977, with the merger of Federal City College and Washington Technical Institute, created by Congress in 1966, and the District of Columbia Teachers College whose history goes back to 1851.

The consolidation has put public higher education in the District of Columbia in the throes of its greatest period of transition. As a comprehensive, free access public institution serving a large urban ethnic population, the most important problem facing the new institution is student attrition. Although the concern for attrition is widespread throughout American postsecondary education, it is an especially urgent problem for the University of the District of Columbia.

The weighted average attrition for the university's predecessor institutions was 18 per cent, which is high compared to similar urban public institutions. In 1970-71, the attrition rate was 13 per cent. It took a quantum jump in 1972-73 to 22 per cent. The highest attrition recorded was in 1975-76 at 26 per cent. Of the 7,000 students enrolled this past academic year only about 1,500 are expected to graduate. This loss of talent, waste of limited educational resources, and setbacks to students' career development has prompted the university's leadership to learn more about how to increase students' chances of finishing college.

A grant of $112,490 from the Ford Foundation is being used by the new university leadership to overhaul and consolidate the testing programs at the three merged institutions and to plan and implement a comprehensive diagnostic testing program to increase retention. The university feels that if the use of tests and assessment are to have any positive impact on attrition it must design a program that will provide the data base required to determine the instructional, advising, and counseling needs of its students. The problem solution is seen as threefold involving the answers to the following questions:

- What test data are required to measure student ability and to determine the type of academic advising and counseling urban ethnic students need to negotiate the regular academic program?
- What testing instruments are available that have the prerequisite validity and reliability? What additional instruments are needed to complete the university's testing needs?
- What types of remedial/developmental program models should be adopted?

When the testing program is fully assembled, it must possess the capability of generating test data that can be utilized for five principal purposes:

1. Diagnosing learning disabilities and identifying instructional need.
2. Prescribing developmental/remedial action.
3. Placing students in appropriately prescribed developmental courses.
4. Developing remedial, developmental, and supportive services programs such as tutorial learning laboratories and freshman advisement and orientation.
5. Conducting instructional research.

The university administration is keenly aware that to coordinate and assess the implementation of an effective testing program within the institution requires a long range plan which is both on-going and comprehensive. The proposed program will be a major step in this undertaking.

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Boston
SIX COOPERATING TO REACH NEW STUDENTS

In the spring of 1978, the six institutions of public higher education in Boston joined together to ask how they could improve access to postsecondary education for urban residents traditionally underserved or neglected by colleges and universities. This question was central to the urban mission of Roxbury Community College, Bunker Hill Community College, Massachusetts Bay Community College, Boston State College, Massachusetts College of Art, and the University of Massachusetts at Boston.

Two major factors concerned the six institutions. First, a majority of the city high schools in Boston and the metropolitan area send fewer than 20 per cent of their graduates on to higher education. Efforts by admissions staff have been effective in reaching individual students, but ineffective in reversing this larger trend. At the same time, the six are receiving increasing numbers of applications from urban adults in their twenties and thirties interested in returning to school for an associate or baccalaureate degree. These adult students pose new questions, and require new approaches and services.

Discussions of access for urban high school students and adults quickly lead to issues of retention and mobility. Improved access would mean little if urban students could not remain in two and four-year degree programs. The six institutions also realized that students often change their educational interests or career plans after they have been admitted to a program or college. Improved mobility would be important to assist these students in entering the program best suited for their educational needs and plans.

The six institutions agreed that they could best address these concerns through joint action. David Knapp, president of the University of Massachusetts, expressed the view of the presidents and chancellors when he said: "We think we can meet these goals best by cooperating, not competing. To a degree, we compete against each other for support and for potential students. Yet our six institutions have substantially different missions and goals. So we think it will be beneficial to both our institutions and our potential students if we cooperate in recruitment and counseling,

plan programs so as to avoid unnecessary duplication, and make it easier for students to transfer from one institution to another."

The Boston Six's programatic plans involve a balance of services for high school students and adult learners. High on the list are efforts to increase public awareness of postsecondary opportunities, financial aid, and admission policies and procedures. Admissions and financial aid staff from the six institutions have targeted the high schools in Boston as the starting point for a broad public information campaign. After meeting with public school guidance counselors, they have mapped out a program of in-school and community-based seminars for students and parents to inform them of educational opportunities within The Boston Six and to help them plan for postsecondary education. These activities will begin on a pilot basis with juniors in the spring of this year, and will expand during the 1979-1980 school year. The six institutions also will experiment with programs to bring parents and students on to the six campuses to become familiar with the diversity of educational programs available within The Boston Six. A joint educational information center, a mobile admissions and financial aid information unit, and public information through the local media will help The Boston Six disseminate information on the widest possible scale.

To assist adults who are rethinking their career and educational plans, The Boston Six will sponsor a program of short-term career and educational counseling. Several member institutions already offer campus based discussion groups for returning adults. The new program will extend these services into the various low-income communities in the metropolitan area to reach out to targeted groups of adults. Individuals completing high school equivalency programs, housewives reentering the work force, and adults in short-term training programs are some of the persons who would be reached by this effort.

The Boston Six will develop a series of pilot programs with public school systems and community educational agencies to complete its program of improving access. Community educators, inside and outside of public school systems, have many valuable insights into the barriers blocking youth and adults from higher education. The Boston Six will strengthen its member institutions' on-going dialogue with these community educators, and help them identify areas for collaborative action. One possible outcome is a network of "educational ambassadors" who act as information sources for adults and youth in local settings.

The Boston Six program represents a new level of cooperation among its member institutions. Already almost 50 staff persons from the six institutions are working together on a regular basis on a variety of projects and planning efforts. Within the next few months, The Boston Six will establish a new admissions referral system linking the admissions offices in each of the institutions. The referral system will provide counselors with comprehensive information about programs, costs, admissions criteria, and support services at their sister institutions for the first time. It will allow them to help applicants find the program and institution best suited to their educational plans and needs within The Boston Six.

Plans call for cooperation to extend far beyond this level. Soon a task force of academic deans and other senior staff will look at the potential for a common admissions application, a dual admissions system, cross registration among the six institutions, interinstitutional certificate programs, shared approaches to skill remediation, and other opportunities for cooperation in academic programs and services.

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Jersey City
REDESIGNING CURRICULA TO INCLUDE BASIC SKILLS

Hudson County, New Jersey, has the highest foreign-born population of any county in the United States and increasing numbers of students from these ethnic groups are enrolling in three colleges in the county. Students include Cubans, Egyptians, Koreans, Greeks, Vietnamese, Indians, and South Americans.

The three institutions are Hudson County Community College, Jersey City State College and St. Peter's College, a private school. They accommodate virtually all of the county's residents who have a high school diploma or its equivalent. Despite refinement of basic skills programs and courses devoted to teaching reading, writing, and mathematics at all three institutions, teaching techniques have not kept pace with the lowering preparation levels of inexperienced students. Many students come to the colleges with skills that are so undeveloped that even remedial courses taken over a period of three semesters do not sufficiently enable them to perform well in traditional courses.

With support from a $115,000 Ford Foundation grant, the three colleges will collaborate on a one-year project of faculty development in an attempt to help students improve and, most importantly, to maintain their basic skills as they learn them through reinforcement in all academic courses. A fourth local institution, Stevens Institute of Technology, will play a supportive role by furnishing consultants in mathematics proficiency.

The major activity of the project will be a series of workshops and seminars to sensitize and train a cadre of faculty to integrate basic skills instruction into the regular curriculum. At Jersey City State College, 12-15 faculty will be involved in a year-long effort to redesign some 20 courses to include basic skills. A similar program at Hudson County Community College is planned to attract 10 faculty members, and six to eight faculty will work on the program at St. Peter's College.

In describing the need for the project, the colleges characterized their nontraditional students as commuters "whose environment has neither demanded nor cultivated their capacity to read, write, and compute." The three colleges agree that they must offer "an alternative environment which counters the pressures of the students' living conditions by requiring and teaching the basic skills in every course."

"Reinforcement of the skills developed in skills courses is a necessity, not an option," they stated, adding that "this is particularly true when we realize that skills which are not practiced will be lost."

The various tasks of the project will be planned, coordinated, and evaluated through Faculty Service Centers on the three campuses. The Centers will compile extensive academic and general profiles on all entering students to help faculty members better understand each student's life situation and the academic work each may need to succeed in college and a career.

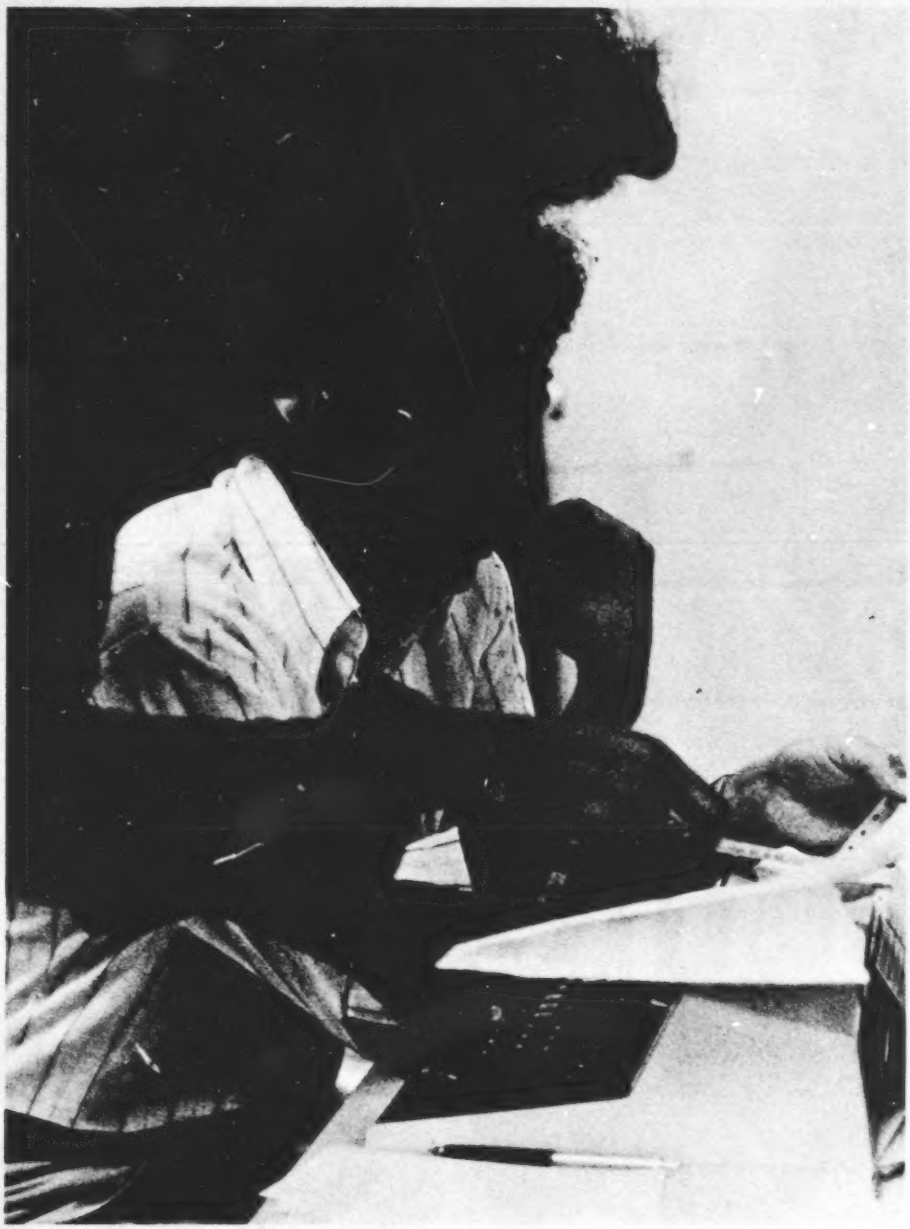
The Centers will conduct the faculty workshops and seminars, dealing with a broad range of curriculum matters. Topics will include practical strategies for helping low skills students. Typical subjects will be blocks to reading textbooks and how to teach the secondary source research paper. Other workshops will center on discussions of the state of the art of skills reinforcement by outside consultants and the uses of auxiliary support services like psychological counseling and testing for learning disabilities.

Departmental seminars will be held to discuss the institutions' goals for bringing basic skills teaching into all classrooms and the implications for courses offered by the department. Participants, for example, might consider which general reinforcement techniques could be incorporated into most courses in the discipline.

The workshops and seminars will also be used to bring together faculty from several departments at an institution and from similar departments from all three institutions. Inter-campus consultation, collaboration, and coordination will be developed through a Committee of Directors of the Faculty Service Centers.

On each campus the Faculty Service Center staff will include a faculty member from the departments of English, mathematics, and reading. These advisors to the faculty will receive released time to work with colleagues who are interested in changing their courses to meet the needs of nontraditional students.

The joint purpose of the three colleges is to determine whether they can create a common process for faculty change and then implement that process to provide for the needs of the nontraditional student.



A final conference and a report on successful outcomes, problems, and further steps are planned for December, 1979.

If the project is successful, it is expected that faculty members who respond to the outreach effort will acquire:

- Changed perceptions and attitudes toward the new students.
- Altered perspectives on teaching the new students.
- A repertoire of new skills and techniques in planning and teaching that will enable them to reinforce the work of the basic skills faculty.

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Hartford
BILINGUAL EXPANSION TO AID HISPANICS

A $104,000 grant from the Ford Foundation will enable three urban institutions in Hartford, Connecticut, to jointly establish a personalized bilingual education and counseling program to aid the community's growing Hispanic population.

Hartford represents the typical aging American city in microcosm. Although it is a small city (population 158,000), it has many of the problems and challenges facing every major urban center in the country. The symptoms are familiar: upper-income families moving to the suburbs, loss of center city jobs, a weakening revenue base, increased demand for services, and a rising minority population. Despite an agressive redevelopment plan that encompasses education, business, and civic ventures, many of Hartford's problems persist.

One element of the challenge to the education community has been the steady increase of Spanish surnamed pupils in the public schools. While the number of black public school students has hovered around 50 per cent of the total during the past decade, the Hispanic enrollment has risen from 13 to 32 per cent. Most Hispanics are from families who arrived in the area as migrant agricultural workers and who chose or were forced by economic reasons to settle there.

By every statistical indicator there is a strong need among Hispanic students—high school graduates and adults—for expanded supportive help in basic skills, especially English. The need is equally apparent for college entrance, personal, and career counseling. For instance, of the total full-time undergraduate enrollment of 5,243 at the three cooperating institutions for the 1978-79 academic year, only 100 were Hispanic. There were also a disproportionately low 250 part-time Hispanic students. Past experience suggests that at least 50 per cent could benefit by specialized assistance.

The three institutions which formed the Hartford Higher Education Collaborative are the University of Hartford, a private institution, the Greater Hartford Community College, and Hartford State Technical College, both two-year public institutions. All have a firm commitment to the city and its multilingual/multi-cultural population. All have a

Network Advisory Panel: Milton Bins, *Senior Associate for Policy and Program Development with the Council of the Great City Schools;* Samuel Convissor, *Staff Vice President of the RCA Corporation;* Harvey Garn, *Director of Urban Development and Process Research with The Urban Institute;* Michael Goldstein, *Attorney;* Arnold Grobman, *Chancellor of the University of Missouri at St. Louis;* Carl Holman, *President of The National Urban Coalition;* Sister Dorothy Ann Kelly, *President of the College of New Rochelle;* Regina Kyle, *Director of Program Development for the Association of American Colleges;* Lucille Maurer, *Delegate to the Maryland State Legislature;* Ernest Morial, *Mayor of the City of New Orleans;* Daniel Perlman, *Dean of Administrative Services for Roosevelt University in Chicago;* Herbert Sussman, *Chancellor of the San Francisco Community College District;* Jose Vazquez, *Associate Professor of Education at Hunter College in New York City;* and Ronald Williams, *President of Northeastern Illinois University in Chicago.*

record of participation in bilingual programs, both with each other and with other agencies and organizations.

The keystone of the joint program will be a Learning Skills/Resource Center on the University of Hartford campus. It will be located in the building which houses the College of Education and Allied Services. The Center will provide multiple services focusing on the needs of Hispanic men and women of all ages who are either potential students or are enrolled at the member colleges. The thrust of the program is on helping Hispanics enter and successfully complete college.

The program is expected to accommodate 175 to 200 students. They may simply walk in or be referred by high school and college personnel, government agencies, and community organizations.

The two main services of the Center will be learning skills development and guidance counseling. Instruction and counseling may take place at any of the three institutions. Their collective variety of bilingual resources and programs will be available to all students.

A typical student requesting the Center's services will begin with a comprehensive, individualized assessment of needs and emerge with a personal plan for upgrading skills and an equally individualized approach to counseling.

The initial assessment might include a conference with the Center staff, followed by a review of the student's academic records and diagnostic tests to determine strengths and weaknesses in certain skills.

A customized plan for learning development might recommend one or more of the following: an English as a Second Language class, math tutorial, small group English reading, oral and written English tutorial, study skills sessions, and others.

In counseling the Center is prepared to help with such problems as financing college costs, clarifying career goals, securing part-time employment, and other concerns common to many college students.

The Center will be staffed by Spanish-speaking specialists in the service areas. Graduate students and faculty and staff from the participating institutions will provide additional support.

The program leadership anticipates the program will result in several short-term outcomes, including:

- an improved recruitment program of Hispanic high school students and adults for member institutions, and
- increased assistance to Hispanic college students in English, the basic skills, and counseling.

Long term they look for an increase in Hispanic college graduates at all degree levels; improved employment opportunities and leadership roles for Hispanics in the community; and the development of techniques and procedures to strengthen and extend bilingual education that can be adopted by other higher education institutions.

According to its proposal, the collaborative group sees academic success rather than survival as the objective. "The students have the potential and the Center will provide the resources," they said. "Together success will be achieved."

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